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ABSTRACT

This annotated bibliography highlights literature from 1975 to 1985 on the relationships between school staff development and desegregation. Desegregation has significant implications for staff development, and the usual forms of inservice training do not provide educators with the requisite skills needed to confront change. The materials cited are weighed more toward application than research, and the proposals and practices of practitioners are represented. The bibliography has 60 entries, listed by topic in chronological order, and is divided into three parts. Part I, "Inservice in Desegregated Settings," presents staff development as a method of response to desegregation, with strategies, models, and procedures. Materials in Part II, "The School District View," describe how school districts can marshall their staff development resources to prepare for desegregation. Part III, "The Classroom View," consists of studies that discuss instructional inservice models and training programs for a variety of school personnel. Each entry presents title, source, document type, and a short abstract. (KH)

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STAFF DEVELOPMENT AND DESEGREGATION

A DECADE OF RESEARCH 1975-1985

AN ANNOTATED BIBLIOGRAPHY

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Staff Development and Desegregation: A Decade of Research, 1975-1985

An Annotated Bibliography

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PREFACE

Staff development programs are a common part of the professional preparation of school personnel in the last twenty years, but despite their champions, many disparage the utility and bemoan the cost of such programs. In the area of school desegregation this is clearly short-sighted. Research has shown us that we can improve race relations and academic achievement in desegregated schools if we recruit teachers and principals who are unprejudiced, supportive, and insistent on high performance and racial equality, and provide programs of staff development for them which emphasize the problems of successful school desegregation. The works cited in this useful bibliography can help us develop just such programs.

As educators we need a great deal of help in understanding and creating effective inservice education for school personnel, which, in turn, can benefit their clients--students. There is now even a call for reforming staff development to support the interest of society in educational excellence. The works in the bibliography engage staff development programs in desegregated settings in all their complexity--their design, mechanism of delivery, mode of instruction, and content. The ideas in these works provide a record of the last decade; in the future they can be joined with our growing knowledge about changing school populations on the one hand, and personnel training and adult learning on the other, to create even better staff development programs.

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INTRODUCTION

Desegregation has significant implications for staff development. The reasons are not difficult to discern: "School desegregation presents most educators with new experiences which challenge their professional capabilities, personal values, and dispositions" (Hawley, Crain, and Rossell, 1983, p.137). Inservice offerings for school personnel in desegregated settings, however, are often purely information-type courses about ethnic groups or sensitivity-type courses in which participants confront their individual or collective feelings about discrimination. This either or approach does not provide educators with the requisite skills needed to confront change, a significant failure since many experts regard inservice training as a means "to prepare educators for changes in schools that result from desegregation" (Smylie and Hawley, 1982, p.3).

The purposes of this annotated bibliography are to highlight the relationships between staff development and desegregation, to add a dimension to the concerns that many educators share regarding effective inservice training in schools where the racial nature of the student body is changing, and to offer a vehicle for reflection and action about desegregation-specific training.

The materials in this text are weighed more toward application than research. The proposals and practices of educational practitioners are represented. All of the sources were selected from Resources In Education (RIE) and the Current Index to Journal in Education (CIJE) for the years 1975-1985. This past decade represents, in effect, a mini-history of practical and contemporary inquiry on our subject. The 60 entries, listed by topic in chronological order, were selected because they are grounded in evidence, validated in field settings, and applicable by education personnel.

This work is guided by certain assumptions:

1. Staff development in desegregated settings should be supported by knowledge about the skills educators need to be effective.
2. Staff development in desegregated settings depends on an understanding of the functions of those reponsible for inservice education including administrators and supervisors.
3. Staff development in desegregated settings should be approached from several cultural perspectives.

This bibliography is divided into three parts. Part I, "Inservice in Desegregated Settings," presents staff development as a method of response with strategies, models, and procedures. This section views inservice training as an approach for planning for policy makers and school administrators. Although no one set of strategies has been judged to facilitate successful staff development, there are several key delivery models for designing and implementing inservice programs for desegregated schools. In essence, this segment offers the broad view, the "fit" between staff development and desegregation.

Materials in Part II, "The School District View," describe how school districts can marshall their staff development resources to prepare for desegregation. The salient features of such preparation are presented in a variety of settings including magnet school programs and metropolitan areas that involve student transfers and teacher exchanges from urban to suburban school districts. A descriptive analysis of inservice education as a component in court-ordered desegregation plans is also offered.

The third part, "The Classroom View," consists of studies that discuss instructional inservice models and training programs designed for a variety of school personnel. A significant feature of this section is the use of educational ethnography as a means to provide clearly focused studies on classroom interactions, management and organization, and student socialization. Examples of partnerships between ethnographers and classroom teachers and between public schools and colleges are also provided.

We hope that educational practitioners will use this bibliography as a representative guide rather than a template. We believe in the potential and capacity of educators to initiate and improve upon the staff development-desegregation relationship and to make this connection one of both aspiration and fact.

We are grateful to Lawrence M. Schoen, Research Associate at the Midwest Center and Dwayne D. Schrag, Head, Reference Department, Kansas State University, for their assistance in completing this project.

Arnold Cooper
Nancy F. Kiefer
Charles I. Rankin
March, 1986

References

Hawley, Willis D., Crain, Robert L., Rossell, Christine H., et al. Strategies for Effective Desegregations: Lessons from Research. Lexington, Massachusetts: D.C. Heath and Company, 1983.

Smylie, Mark A., and Hawley, Willis D. Increasing the Effectiveness of Inservice Training for Desegregation: A Synthesis of Current Research. Washington, D.C.: National Education Association, 1982.

I. INSERVICE IN DESEGREGATED SETTINGS

A. The Process

ERIC #: ED111887

TITLE: Good Multi-Racial and Multi-Ethnic Inservice Programs for Urban Schools.

AUTHOR: Wayson, William W.

SOURCE: Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975).

DOCUMENT TYPE: Conference Paper

ABSTRACT:

This paper examines urban schools serving minorities, and begins by arguing that inservice development is the greatest need of the American school system, one that needs many things. The time that a teacher spends in effective inservice activity is more important for the future of pupils than the same amount of time spent with those pupils. Though the impact of formal instruction is as ineffective in an inservice program as it is in most other settings, a program of formal instruction is an integral part of inservice development. It is held that such a program should be designed to supply instruction in specific skills, attitudes, and knowledge that will complement and reinforce the problem-solving in which staff members are engaged in their daily lives. In discussing the informal inservice climate within the school building and of the school district, the paper emphasizes the role of the principal. It is asserted that no other function gives the superintendent so much power to effect improvements in school districts as the power to appoint and assign school principals. Finally, the paper focuses on the importance of responsible problem-solving at the school building level. Four issues seen as vitally affecting instruction in multiracial and mutiethnic school districts are briefly dealt with -- integration, isolation, time, and collective bargaining.

ERIC #: EJ115810

TITLE: Big-City Desegregation Since Detroit.

AUTHOR: Eubanks, Eugene E., & Levine, Daniel U.

SOURCE: Phi Delta Kappan, 56 (8), 521-522, 550. April 1975.

DOCUMENT TYPE: Journal Article

ABSTRACT:

To effectively improve minority student achievement in metropolitan schools, educational alternatives based on staff development, administrative leadership, increased resources, reorganized school practices, community resources, and new educational environments must be developed.

ERIC #: ED117239

TITLE: Criteria Check List for Assessing Local Board of Education Candidates from a Third World Perspective.

AUTHOR: Williams, Charles T.

SOURCE: Michigan Education Association, East Lansing. 1975. 11p.

DOCUMENT TYPE: Test; Questionnaire

ABSTRACT:

This criteria check list is divided into ten sections: accountability, community, curriculum desegregation, inservice, leadership, parents, school finance, students and teachers. Each section contains behavioral criteria which speak to the levels of commitment or action that a local Board candidate from a Third World perspective should exemplify in a given area. The ratings for candidates by this criteria are outstanding, favorable, average, and unacceptable. Directions on computing the score are provided.

ERIC #: ED155301

TITLE: Student Integration: The Teacher's Pole, a Report.

SOURCE: Institute for Teacher Leadership, Fullerton, California. 1977. 29p.

DOCUMENT TYPE: Research Report

ABSTRACT:

In December, 1977, a conference was held to bring an awareness of various problems in school desegregation to teacher, community and school district leaders in the Los Angeles area. At the conference, a business community network formed and implemented by the Council for Peace and Equality was described. School integration in Pasadena, San Bernadino and San Diego was discussed by teachers from those districts. Based upon the teachers' experiences and other analyses, issues and resource needs that should be addressed for successful desegregation in Los Angeles were outlined. Proposed staff development activities, designed to foster staff acceptance of and positive attitudes toward school integration, were described. In addition to an account of the conference proceedings, this report includes a list of conference participants and the roster of speakers from a previous related conference.

ERIC #: ED194674

TITLE: Staff Development Programs in Desegregated Settings.

AUTHOR: King, Nicelma J., & Others.

SOURCE: Rand Corp., Santa Monica, California. February 1980. 114p.

DOCUMENT TYPE: Project Description; Evaluative Report

ABSTRACT:

This study was undertaken to provide information to policymakers and school administrators about the process of staff development in desegregated schools, characteristics of staff development programs, and district level perceptions of staff development. The study was based on data collected during field visits to 16 desegregated school districts. School staff and school board members were interviewed about their local staff development programs. Perceptions of staff development were found to fall into two categories: needs and outcomes. Generally, staff development programs were thought to need few improvements. Respondents saw needs for additional programs and for an overall assessment of the contribution of staff development to school desegregation. Respondents agreed that staff development was least effective in improving student achievement or attitudes. Additionally they agreed that staff development was most effective in improving teacher morale, intergroup relations, and teachers' perceptions of their competence. Interview guides and codesheets are appended.

FRIC #: ED189213

TITLE: Validation of Effective Staff Development/Inservice Education Strategies.

AUTHOR: Williams, David L., Jr.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. April 1980. 49p.

DOCUMENT TYPE: Research Report; Conference Paper

ABSTRACT:

The goal of the Ways to Improve Education in Desegregated Schools (WIEDS) project is to establish a regional information base for the southwestern United States (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) concerning successful desegregation strategies and remaining areas of need in desegregated schools. Such information will be the basis for developing a set of staff development/inservice education (SD/IE) models and guidelines for desegregated and desegregating schools. This paper describes a survey and interviews conducted by WIEDS of local school superintendents, General Assistance Center personnel, parents and community people, school personnel, and students in the six-state area as a means of identifying important elements which can assist in developing such models and guidelines. Data obtained from the survey and interviews were analyzed to examine the relationships between demographic characteristics of sites, respondents, and interviewees and (1) their perceptions regarding desegregation strategies employed and (2) their reports of remaining areas of need. Findings indicate that no one set of strategies alone can be employed to facilitate successful desegregation, and that collaboration and cooperation by many levels of people and on a variety of issues and activities are required. Based on implications of the findings, 17 content areas are identified for inclusion in SD/IE models and guidelines.

ERIC #: ED202943

TITLE: Ways to Improve Education in Desegregated Schools (WIEDS). Executive Summary of Final Report, 1978-1979.

AUTHOR: King, A. L.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. 1980. 19p.

DOCUMENT TYPE: Evaluative Report

ABSTRACT:

The Way to Improve Education in Desegregated Schools (WIEDS) project's purposes have been to develop an information base of successful desegregation/integration strategies and to construct a set of models and guidelines for use by schools in planning staff development activities. To these ends, a study was conducted to assess staff development programs, inservice education programs, and other strategies for improving education in desegregated schools. Programs were analyzed in terms of planning, preparation, implementation, application, and evaluation. Officials from the school districts' central offices, school principals, teachers, students, and parents and community members were interviewed. This report summarizes the literature review, interview findings, survey results, and methodological discussion contained in the original study. Based on survey and interview data, the report concludes that desegregation problems can be dealt with through more effective staff development efforts.

ERIC #: ED187783

TITLE: Executive Summary of Final Report on Analyses of Staff Development Programs and Other Strategies to Improve Education in Desegregated Schools, 1978-1979.

AUTHOR: King, A. L.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. 1980. 18p.

DOCUMENT TYPE: Research Report

ABSTRACT:

The Ways to Improve Education in Desegregated Schools (WIEDS) project's are to develop an information base of successful desegregation/integration strategies and to construct a set of models and guidelines for use by schools in planning staff development activities. Empirical research literature yields data showing that teacher behavior and attitudes have important implications for minority children. Twelve staff development/inservice education programs were studied by WIEDS through survey and interview techniques to identify effective desegregation/integration problems which employ staff development as a tool. Findings indicate that desegregation/integration problems can be dealt with through effective staff development efforts. Staff development would help in providing positive classroom atmospheres which encourage interracial friendship and prevent negative classroom experiences, in increasing staff knowledge backgrounds, in teaching children to become ethnically literate, in involving parents cooperatively in the educational process, and in preventing resegregation. WIEDS has begun to conceptualize models, guidelines, and materials to promote effective staff development/inservice education programs.

ERIC #: ED255605

TITLE: Sharing Successes Across Network Institutions: A Status Report 1983.

AUTHOR: Koenigs, Sharon, Comp., & Others.

SOURCE: Mid-Continent Regional Educational Laboratory, Inc., St. Louis, Missouri. 1983. 329p.

DOCUMENT TYPE: Directory; Project Description

ABSTRACT:

In this report by the Urban Education Network, educational programs in the Midwest seen as having the potential to ameliorate urban school problems are described. The programs are grouped into the following 11 sections, according to content: (1) alternative schools and programs/arts; (2) bilingual education /special education/student behavior and discipline; (3) computer technology; (4) effective schools/school improvement/ instructional management/curriculum design; (5) environmental education/science/social studies; (6) gifted and talented/ vocational education; (7) institutional description/policy/ desegregation/public relations; (8) reading/mathematics/writing/ language arts; (9) research/evaluation/testing/dissemination; (10) staff development: teachers and administrators; (11) urban education/business partnerships. For each program the following information is provided: a brief description; staff size and composition; scope; number of individuals served; number of schools served; whether evaluation reports and/or descriptive materials are available; and an address for further information. There are two appendices: a list of programs by district and state and an index by topic area.

ERIC #: ED251533

TITLE: The Pursuit of Excellence: Improving the Quality of Our Urban Schools through Desegregation, Equity, and Choice. A Final Report from the Program Committee of The Worcester Conference on Equity and Choice.

AUTHOR: Clinchy, Evans

SOURCE: The Worcester Conference on Equity and Choice. Worcester, Massachusetts, April 9-10, 1984. August 1984. 46p.

DOCUMENT TYPE: Conference Proceedings; General Report

ABSTRACT:

In April 1984, more than 350 parents, teachers, principals and administrators from major urban school systems in Massachusetts met to define what an "excellent" desegregated urban public school system should be. This conference report, following excerpts from a keynote address by John F. Durkin, documents seven workshops which focused on the following strategies for excellence: (1) the role of magnet schools; (2) systems of parental and teacher choice; (3) greater parent, student and public involvement ; (4) superior staff development and parent involvement programs; (5) outstanding programs for bilingual and special needs students; (6) the development of district-wide systems of evaluation and accountability; and (7) new uses for high technology. A summary list of recommendations that workshop participants drew up for State education officials and State legislators also is included. In addition, the formation of a Superintendent's consortium of urban school students, which grew out of the conference, is outlined, and its activities for the future are described. The conference schedule, as well as a list of all practitioners who made presentations during the workshops, are appended.

B. Inservice Strategies

ERIC #: EJ157703

TITLE: The Urban School System

AUTHOR: Candoli, I. C.

SOURCE: Theory Into Practice, 15 (4), 243-252. October 1976.

DOCUMENT TYPE: Journal Article

ABSTRACT:

A hypothetical urban school system is described to illustrate a method of response to the issues of equal educational opportunity, desegregation, staff training and retraining, increasing urban costs, emerging power groups, bureaucratic stagnation, decentralization, and student growth.

ERIC #: ED185194

TITLE: Identification of Effective Staff Development/Inservice Education Strategies to Integrate Desegregated Schools.

AUTHOR: King, A. L., & Galindo, Letticia

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. 39p. Paper presented for the American Educational Research Association Annual Meeting (Boston, Massachusetts, April 1980).

DOCUMENT TYPE: Conference Paper; Research Report

ABSTRACT:

This study examined strategies perceived by school and community representatives as effective in integrating desegregated schools; that is, improving race relations and fostering an atmosphere for equal educational opportunity. The effectiveness of school desegregation strategies and demographic and historical factors of the community are examined. Data were collected from interviews with school administrators and personnel, students, parents, and other community representatives. Complementary data were provided by a written survey and a review of desegregation literature. Based on interpretations of these data, recommendations for designing and implementing effective staff development/inservice education programs for desegregated/desegregating schools are offered. The recommended content area for these programs are the following: (1) evaluation and use of multicultural materials; (2) evaluation and use of bilingual materials; (3) communications skills; (4) cultural awareness; (5) ethnic linguistic patterns; (6) classroom management; (7) disciplinary skills; (8) values clarification; (9) multicultural curriculum development; (10) bilingual curriculum development; (11) integration through extracurricular activities; (12) school-home cooperation approaches and techniques; and (13) motivational skills.

ERIC #: ED228362

TITLE: Increasing the Effectiveness of Inservice Training for Desegregation: A Synthesis of Current Research. Reference & Resource Series.

AUTHOR: Smylie, Mark A., & Hawley, Willis D.

SOURCE: National Education Association, Washington, D.C. 1982. 51p.

DOCUMENT TYPE: Review Literature; General Report

ABSTRACT:

This report reviews recent research on strategies that have been found to promote useful and effective inservice training programs in desegregated schools. The first section presents approaches for planning and implementing inservice training for desegregation. The second section describes inservice desegregation training programs that focus on: (1) instructional methods; (2) curriculum; (3) self awareness, empathy, and interpersonal relations; (4) discipline techniques and classroom management strategies; and (5) parent involvement in school affairs. The third section discusses the need to train administrators for school desegregation. It is suggested that the most successful inservice training programs are those that have been planned and implemented by educators themselves; address specific needs of teachers and administrators in single school settings (including student achievement, improving interpersonal relations, discipline and classroom management techniques, and curriculum innovation); involve participants in program development and implementation; and focus on developing practical skills and responses for the classroom. Models of the components of inservice training programs and the relationship between training areas and outcomes are given.

ERIC #: ED255598

TITLE: Strategies for Effective Desegregation

AUTHOR: Hawley, Willis D., & Others.

SOURCE: Lexington Books, D.C. Heath and Company, Lexington, Massachussets. 1983. 210p.

DOCUMENT TYPE: Book; Position Paper; General Report

ABSTRACT:

A synthesis of existing research and commentary, this book seeks to clarify the national experience with school desegregation and to identify ways of maximizing the potential benefits and reducing the possible costs of desegregation. Chapters 1 and 9 discuss assumptions about the overall consequences of desegregation, while Chapters 2 through 8 discuss and identify strategies that appear to be effective in developing and implementing desegregation plans. The chapters cover these specific areas: (1) facts and fantasy about the consequences of desegregation; (2) identifying strategies for effective school desegregation; (3) pupil-assignment strategies; (4) using school desegregation to effect housing desegregation; (5) preparing and involving parents and the community; (6) organizing at the district level for continuing implementation; (7) changes within desegregated schools; (8) inservice training for school desegregation; (9) myths, false promises, and possibilities. (Chapters 3 through 8 present a revised version of the summary book of the project, "Assessment of Current Knowledge about the Effectiveness of School Desegregation Strategies." The project's methodology for interviewing local and national desegregation experts is described in an appendix to this book.)

C. Training Models

ERIC #: ED185183

TITLE: Desegregation: On the Cutting Edge. A Review and Manual of the Indiana University Training Institute Program in Race and Sex Desegregation.

AUTHOR: Aquila, Frank D., Ed.

SOURCE: Indiana University, Indianapolis, School of Education. 1978. 111p.

DOCUMENT TYPE: Teaching Guide; Project Description

ABSTRACT:

The purposes of this book are (1) to provide a description of the Indiana University School of Education Training Institute's project for training school personnel to address the issues of racial and sexual desegregation, and (2) to supply educators with classroom exercises and activities that focus on racism and sexism and encourage non-prejudiced attitudes and behaviors among students. First, the historical perspective under which the Institute was developed is discussed. A description of the Institute's structure, project design, selection of participants, project objectives, staff, and program activities follows. The results of an evaluation designed to assess individual and Institute success in achieving the goals of the race and sex desegregation program are reviewed. A series of sexism, multicultural, and multiethnic classroom exercises are then provided. Finally, appended to the volume are a list of Institute participants, copies of Institute newsletters, comments of program participants, and a glossary of terms.

ERIC #: ED209411

TITLE: Project: Ways to Improve Education in Desegregated Schools (WIEDS). Final Interim Report.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. November 1980. 116p.

DOCUMENT TYPE: Evaluative Report

ABSTRACT:

The purpose of the WIEDS Project (Ways to Improve Education in Desegregated Schools) was to develop a model and guidelines for use in planning inservice education programs to promote integration. This final report examines the procedures and methodology used for achieving the objective, the results of data analysis, and the conclusions and recommendations for future research and action. The major research questions considered are: (1) What are the existing models for Inservice Education (IE)? (2) Can any of these models be applied to facilitate effective desegregation/integration? and (3) What new models for IE need to be developed? The report discusses several inservice training models that are defined according to governance strategies, such as sources of authority and planning, views of individual needs, training contexts, and research functions. The final report examines specific guidelines for use in planning and developing IE models designed to deal with problems in conflict management as it relates to desegregated school settings; change teacher perceptions and behavior with respect to Mexican American students; implement guidelines for teachers in regard to bilingual education; and develop desegregation workshops for students, teachers and the community.

ERIC #: ED198133

TITLE: Tucson Desegregation Model for Teacher Training.

AUTHOR: Allen, Paul, & Others.

SOURCE: Arizona University, Tucson, Arizona. 14p. Presented to the National Council of States on Inservice Education (San Diego, California, December 10, 1980).

DOCUMENT TYPE: Project Description; Conference Paper

ABSTRACT:

A training institute was designed by the University of Arizona and the Tucson Unified School District to address both common and individual needs of teachers in meeting local school desegregation goals. The summer institute included instruction in the following areas: core-human behavior and teacher self appraisal; equal opportunity in the classroom; parent involvement; management and discipline; administrator planning; special project meetings; and a Cultural Literacy Laboratory. Tucson's multi-ethnic school population is noted, and teacher attitudes, behaviors, and beliefs are addressed. The importance of reinforcement and support is built into the follow up program of the Tucson Model, which focuses on needs identified by teachers in their individual schools. Information on the Cultural Literacy Laboratory is presented, in which cultural literacy is defined as insight into one's own culture, understanding of frustration and tolerance levels, and the ability to work effectively with people who are culturally different. The underlying assumptions, major premises, and objectives are given for the Lab. A Cultural Literacy Laboratory Checklist and references on the study of culture are appended.

ERIC #: ED210327

TITLE: Integration, Inservice Education, and the Impact of Desegregation.

AUTHOR: King, A. L.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. 1981. 42p.

DOCUMENT TYPE: Conference Paper; Research Report

ABSTRACT:

The staff of the Ways To Improve Education In Desegregated Schools (WIEDS) project set out to collect information regarding successful desegregation practices in order to conceptualize, develop, test, and refine an inservice model and training guidelines for use in desegregated schools. The information was gathered by: (1) analyzing the United State Commission on Civil Rights Case Studies and the National Institute of Education's School Desegregation Ethnographies; (2) reviewing the desegregation literature; (3) surveying 149 central office administrators and Desegregation Assistance Center personnel; (4) interviewing 193 administrators, teachers, students, and parent/community representatives; and (5) analyzing the inservice education programs of fifteen selected desegregated school districts. The WIEDS investigation focused on the impact of desegregation on racial relations, student discipline policy (especially suspensions and expulsions), and student, teacher, administrator and parent attitudes.

ERIC #: ED208111

TITLE: Product Evaluation of the Inservice Training Component of the Detroit Desegregation Court Order.

AUTHOR: Stavros, Denny

SOURCE: Detroit Public Schools, Michigan. Department of Research and Evaluation. April 1981. 36p.

DOCUMENT TYPE: Evaluative Report; Statistical Material

ABSTRACT:

The goal of the Inservice Training Component of the Detroit (Michigan) school desegregation plan was to improve the effectiveness of school staff in meeting educational needs. The program consisted of inservice education workshops focused on four areas: human relations; teacher expectations; ethnic and racial awareness; and crisis prevention and intervention. The Inservice Training Component was evaluated using the results of four annual surveys of school staff at all levels and of middle and high school students conducted in 1977, 1978, 1979, and 1980. Findings indicated that progress was made toward most of the six objectives of the component which included: (1) student racial relations; (2) relations between instructional staff and students; (3) racial relations among staff members; (4) teacher treatment of black and white students; (5) knowledge of racial-ethnic groups; and (6) ability to prevent disruptive classroom behavior and resolve conflicts.

ERIC #: EJ258823

TITLE: Staff Development for Desegregated Schools.

AUTHOR: Contreras, Reynaldo, & Terrell, Raymond

SOURCE: Educational Research Quarterly, 6 (3), 65-74. Fall 1981.

DOCUMENT TYPE: Journal Article; Project Description

ABSTRACT:

A staff development technical assistance service delivery model, developed by the California State University at Los Angeles Desegregation Training Institute, is described. This model was implemented in the Los Angeles City Unified School District to meet its desegregation challenge and to provide equitable educational services to all its students.

ERIC #: ED209235

TITLE: Linking Teacher Behavior with Learning Style. Tucson Model for Effective Staff Development.

AUTHOR: Munroe, Mary Jeanne, & Others.

SOURCE: Arizona University, Tucson, Arizona. College of Education. 18p. Paper presented to the National Council of States on Inservice Education (New Orleans, Louisiana, November 18, 1981).

DOCUMENT TYPE: Conference Paper; Project Description

ABSTRACT:

The University of Arizona College of Education and the Tucson (Arizona) Unified School District have cooperatively developed a staff development program that addresses the needs of teachers who are implementing bilingual and multicultural curricula. The Tucson Model for Effective Staff Development is based on the belief that successful integration of diverse students begins with the belief systems of the educator. A three-week summer training institute provided opportunities for workshop activities and feedback through the initial daily meeting of all participating staff. School-centered special interest projects met in the afternoons and were the responsibility of the school principals. A followup program, consisting of six Saturday workshops, is planned to reinforce the skills taught in the summer institute. An illustration of two components of the model are the workshops on learning and teaching styles. The rationale behind the workshops is that, if teaching is interaction, then, to improve teaching, the interaction must change. Teachers should understand interactions that can result from supportive behavior patterns such as proximity, listening, touching, and asking a higher level question. Another useful tool for teachers is the Hill Model of Cognitive Style Mapping, which is an inventory designed to personalize instruction for students having difficulty in achieving academic success.

ERIC #: ED220551

TITLE: Project: Ways to Improve Education in Desegregated Schools (WIEDS). Final Interim Report.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. 1982. 133p.

DOCUMENT TYPE: Research Report

ABSTRACT:

The current phase of the Ways to Improve Education in Desegregated Schools (WIEDS) project is described in this final interim report. In 1981, the project sought to develop, test, and produce a model and set of guidelines for more effective inservice teacher education in desegregated schools. The goal, design, and methodology (including information collection procedures) of the project are described, and a list of implications (in a summarized format) follow each of these major findings: (1) desegregation increases achievement gains and positive self concepts of minority students and positive racial attitudes among all students; (2) desegregation is most effectively accomplished when it is publicly affirmed; (3) student improvement is promoted when children are supported by staff and accepted by peers; (4) relatively few educators have received cross-cultural training; (5) appropriate racial-relations training positively affects desegregation outcomes; (6) needs assessment is important for the collaborative planning and evaluation of inservice training; (7) broadly based collaborative planning and decision making improve inservice education; (8) school districts should have clearly defined budgets that realistically reflect the resources and funds needed for inservice education; and (9) rigorous and ongoing evaluation improves the effectiveness of inservice training. Appended to this report are the results of a pilot evaluation of the WIEDS model and guidelines; a detailed report on the WIEDS project; and an annotated list of resources on desegregation, multicultural education, and inservice training.

ERIC #: ED252501

TITLE: Multi-Ethnic School Environments Project. Final Report.

AUTHOR: Beckum, Leonard C., & Others.

SOURCE: Far West Laboratory for Educational Research and Development, Berkeley, California. 1982. 145p.

DOCUMENT TYPE: Research Report; Review Literature

ABSTRACT:

Three studies of schools during their first year of voluntary desegregation focused on classroom dynamics and inter-ethnic socialization occurring inside and outside the classroom. The initial study, an exploratory field investigation of four classrooms, involved 600 hours of observation and collaboration with teachers and principals through interviews and audiotapes. A validation study was conducted the following year in a similar school using similar research techniques. This report summarizes the validity study finding and compares them with those of the first study. Chapter I is an introduction. Chapter II describes the background of the desegregation process in the school districts. Brief sketches of the teachers in the study and descriptions of the schools are presented in chapter III. Chapter IV presents summaries of the findings, including instructional practices, classroom management, moral socialization, socioemotional development, efforts to encourage social integration, and administrative issues. Chapter V compares the findings of the exploratory study and the validation study. Findings from a third study, "The Responsive Follow-Up Investigations" are presented in chapter VI. Chapter VII describes the features of a staff development delivery model for inservice training in multi-ethnic schools. The final chapter, chapter VIII, offers policy implications and conclusions from the study.

ERIC #: ED227204

TITLE: A Handbook for Inservice Education: Guidelines for Training, Multicultural Education and Desegregation.

AUTHOR: King, Al

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. November 1982. 123p.

DOCUMENT TYPE: Non-Classroom Material; Project Description

ABSTRACT:

This handbook presents guidelines for developing and implementing inservice teacher training programs on multicultural education and school desegregation. Developed by the Ways to Improve Education in Desegregated Schools (WIEDS) project of the Southwest Educational Development Laboratory (Austin, Texas), the guidelines are based on data from the WIEDS information base and various research reports. Following an introductory section that provides a theoretical and conceptual background on multicultural education, school desegregation, and inservice education, the handbook presents separate guidelines for planning and implementing programs concerned with each of these areas. A WIEDS Inservice Education Process Model, designed to complement the guidelines and enhance implementation of an effective training program, is then described. The model has five components: (1) planning; (2) preparation; (3) implementation; (4) application; and (5) evaluation. Each component is discussed in detail. Also included in the handbook are an annotated list of recommended readings, a bibliography, and forms for use in planning an inservice training program.

II. THE SCHOOL DISTRICT VIEW: THE IMPACT OF DESEGREGATION

A. Preparation for Staff Development

ERIC #: EJ153647

TITLE: What to Do Until the Court Order Comes.

AUTHOR: Banks, William M., Jr.

SOURCE: Phi Delta Kappan, 58 (7), 557-561. March 1977.

DOCUMENT TYPE: Journal Article

ABSTRACT:

School systems anticipating their first year of bussing should marshal their resources for service programs such as desegregation workshops and therapy groups for teachers.

ERIC #: EJ207300

TITLE: Factorial Validity of an Instrument Designed to Assess Staff Training Needs in an Ethnically and Culturally Diverse School District.

AUTHOR: Middleton, Ernest J., & Mason, Emanuel J.

SOURCE: Educational and Psychological Measurement, 39 (1), 163-168. Spring 1979.

DOCUMENT TYPE: Journal Article; Research Report; Test; Questionnaire

ABSTRACT:

The factorial validity was investigated of a 55-item instrument designed for use in a recently desegregated school district to assess staff training needs. Factor analysis supported the validity of the instrument. (The 55 items are presented).

ERIC #: ED186497

TITLE: Proposed Plan for Magnet Schools -- Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education.

AUTHOR: Fleming, Margaret, Ed., & Others

SOURCE: Cleveland Board of Education, Ohio. June 29, 1979. 38p.

DOCUMENT TYPE: Project Description

ABSTRACT:

This proposed magnet school program is intended to provide a fundamental education to Cleveland students at both the elementary and secondary levels. Basic elements of the program's first semester operations are used to illustrate plans for an expanded program. A detailed description of the program covers staffing, staff development, curriculum, instructional methodology, teaching/learning styles, pupil assessment, support activities, extra- and co-curricular activities, and parent and advisory committee involvement. A schedule of implementation and a sequence of evaluation activities are included.

ERIC #: ED198198

TITLE: Staff Development Programs in Desegregated Settings -- Executive Summary.

AUTHOR: King, Nicelma J.

SOURCE: Rand Corporation, Santa Monica, California. February 1980. 14p.

DOCUMENT TYPE: Project Description; Evaluative Report

ABSTRACT:

This report summarizes the findings of a national study of how desegregated school districts use staff development to prepare for desegregation. Data were collected in a series of field visits to sixteen desegregated school districts varying in size, ethnic composition, and geographic location. Three aspects of staff development were studied: the process, program characteristics, and local perceptions of the programs. For each of these aspects, brief descriptions of the study findings, conclusions, and policy implications are presented.

ERIC #: ED191927

TITLE: Report on the Status of the Voluntary Desegregation Plan of the School District of Philadelphia.

SOURCE: Philadelphia School District, Pennsylvania. March 24, 1980. 50p.

DOCUMENT TYPE: Project Description

ABSTRACT:

This report describes the activities undertaken by the City of Philadelphia School District during its voluntary desegregation preimplementation orientation and training year (1977-1978). School District activities are described in five areas: staff development, community involvement, dissemination, funding, and the movement of pupils. Appended to the paper are a desegregation plan update report, staff development and dissemination information, descriptions of special program high schools, descriptions of Elementary and Secondary Education Act programs, a table of school enrollment broken down by race, and the results of a high school student questionnaire.

B. Metropolitan/Interdistrict Plans

ERIC #: ED260146

TITLE: Voluntary Interdistrict Coordinating Council for the Settlement Agreement. Report No. 1.

AUTHOR: McKenna, Charles D., & Uchitelle, Susan

SOURCE: Voluntary Interdistrict Coordinating Council, St. Louis, Missouri. July 31, 1984. 193p.

DOCUMENT TYPE: Evaluative Report

ABSTRACT:

This report addresses those activities for which the Voluntary Interdistrict Coordinating Council (VICC) is responsible, namely, to coordinate and administer the student transfer and voluntary teacher exchange provisions of the court-ordered desegregation settlement agreement for the St. Louis Metropolitan area. The report covers 1983-84, the first year of implementation. Recruitment efforts were extensive and the anticipated enrollment of 2,886 city students into county schools could have been met but for a court stay on additional transfers. Although numbers of tranfers were good, it was recognized that in future it will be necessary to increase the number of transfers from county to city schools. Parents were given the opportunity to visit the new schools with their children. Involvement in this program of students, parents, teachers, and administrators throughout the St. Louis metroplitan area was significant. The range of part-time program opportunities was broad in numbers and scope. The VICC approved a research project to provide feedback to assist the implementation of the settlement agreement in future years. Data collected by the VICC after a year of operation shows that transfer students are becoming an integral part of their new schools. Seven percent of students transferring city to county were referred for special education evaluation; 93 percent of students had no major disciplinary problems; and 90 percent were promoted. The attendence rate was commendable. The overall acceptance of the settlement agreement has been noticeable. Appendices list VICC and subcommittee membership, supply samples of recruitment and publicity materials, and provide information on part-time programs.

ERIC #: ED260147

TITLE: Voluntary Interdistrict Coordinating Council for the Settlement Agreement, Second Report to the Federal District Court, Easter District of Missouri.

AUTHOR: DeClue, James A., & Uchitelle, Susan

SOURCE: Voluntary Interdistrict Coordinating Council, St. Louis, Missouri. July 31, 1985. 268p.

DOCUMENT TYPE: Evaluative Report

ABSTRACT:

Progress made during 1984-85 in the implementation of a student transfer desegregation plan in St. Louis, Misouri, and surrounding counties, is described and evaluated in this report. Focus is on the activities of the two bodies which assumed responsibility for administering the plan, the Voluntary Interdistrict Coordinating Council (VICC) and the Magnet Review Committee (MRC). Following Section 1, an introduction, Section 2 describes various components of the implementation process. These components include the organization of the VICC, the VICC subcommittees, recruitment, enrollment, transportation, finances, staff exchanges, staff development activities, part-time activities, the activities of the MRC, the role of VICC staff working with school districts, data management activities, and research results. Section 3 provides information on student placement, including an analysis of the data on student attendance, retentions, promotions, suspensions, withdrawals, non-public school participation, and special educational services. Finally, Section 4 outlines issues and concerns to be addressed. Five appendices contain information and materials related to VICC membership and subcommittees, recruitment and publicity, the teacher exchange-transfer programs, part-time integrative programs, and procedures to assist students who wish to withdraw from the interdistrict transfer program.

C. Case Studies

ERIC #: ED133417

TITLE: Nebraska State Department of Education Annual Evaluation Report - 1975.

SOURCE: Nebraska State Department of Education, Lincoln, Nebraska. 1975. 60p.

DOCUMENT TYPE: Project Description

ABSTRACT:

A description and evaluation of components of Elementary and Secondary Education Act (ESEA) Title I-funded projects for the state of Nebraska is presented in this document. The Omaha Nebraska Public Schools have a very comprehensive ESEA Title I program and their data is presented separately. In all projects, major emphasis was placed on reading and mathematics activities. Parent Advisory Councils were an important part of these Title I programs. One example of excellent parental involvement was at North Platte, where parents adopted the use of an ESEA Tittle III "packet program" in which packets were given to the parents to be used at home with their pre-school children. These packets supplemented the classes that the children attended and contained materials parents could use to help their children attain various skills. Inservice teacher education was another important element of Title I programs in Nebraska and was provided for teachers, aides, administrators and staff.

ERIC #: ED118693

TITLE: Winning Public Support of a Desegregated School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois).

SOURCE: South Holland School District 151, Illinois. December 1975. 60p.

DOCUMENT TYPE: Research Report

ABSTRACT:

Thirteen objectives of the program and analyses of each in terms of procedure, evaluation, the status of procedure, and the status of evaluation are listed in this report. The objectives are: the establishment of a community relations program to promote two-way communication between school board, administration, teachers, students, and parents; the maintenance, expansion, and promotion of the operation of the citizens' advisory council; the extension of the adult-parent and student information program; the development of approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations; providing human relations opportunities and activities leading to improved racial understanding making parents active child advocates; opportunities for staff and administration inservice training; staffs' utilization of special design teaching aids; staff and administration involvement in professional enrichment activities; provisions for a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of diverse cultural backgrounds; compilation and use of student learning profiles; the initiation of a widespread program of dissemination within the district; dissemination within the local education agency.

ERIC #: ED189201

TITLE: Inservice Training in Desegregated School Districts: Midwest Region Case Studies.

AUTHOR: Carney, M., Ed., & Others

SOURCE: Rand Coporation, Santa Monica, California. August 1979. 65p.

DOCUMENT TYPE: Project Description

ABSTRACT:

This booklet contains case studies of inservice staff development programs that were implemented as organizational responses to school desegregation in six midwestern school districts. The districts range in student population from 6,000 to 44,000, and were initially desegregated between 1970 and 1978. A team of interviewers visited each of the districts and interviewed administrators, inservice trainers and training program participants (teachers and administrators). Each case study presented provides a brief description of the locality and desegregation plan, an overview of the district's major inservice program, an account of the inservice training planning procedures, and a discussion of the impact and/or outcomes of the inservice programs as determined through field interviews and the impressions of the field study team. The six districts studied are not identified by name.

ERIC #: ED189202

TITLE: Inservice Training in Desegregated School Districts: Eastern Region Case Studies.

AUTHOR: Carney, M., Ed., & Others

SOURCE: Rand Coporation, Santa Monica, California. August 1979. 71p.

DOCUMENT TYPE: Project Description

ABSTRACT:

This report describes inservice training programs in six eastern United States school districts. The districts range in student population from 4,400 to 65,000 and initially desegregated between 1970 and 1978. A team of investigators visited each of the districts and interviewed approximately 40 administrators, inservice trainers, and training program participants. A case study was prepared for each district providing (1) a brief description of the locality and desegregation plan as a context within which the inservice training programs operate, (2) an overview of the district's major inservice programs, (3) an account of the inservice planning procedures, (4) and a discussion of the impact and/or outcomes of the programs as determined through the field interviews and the impression of the field study team members.

ERIC #: ED241635

TITLE: A Report to the Federal District on the Status of Desegregation.

SOURCE: Columbus Public Schools, Ohio. July 1, 1983. 328p.

DOCUMENT TYPE: Statistical Material; Research Report

ABSTRACT:

This document constitutes a report on the status of racial desegregation in the Columbus, Ohio, City School District during the period from August 30, 1982, through June 10, 1983. Information and statistical data are presented on matters that have been of interest to the Federal District Court, the Board of Education, and the community at large. Areas covered include student enrollment, student mobility, attendance, discipline, participation in co-curricular activities, transportation, and academic performance. Information is also provided on school safety and security, parent and community involvement, staff development and human relations activities, monitoring and problem resolution, and the status of outside funding and general District finance. Where available, current data are compared to similar data from the past four school years.

ERIC #: ED257846

TITLE: Profiles of Detroit's High Schools: 1975 to 1984. A Monitoring Commission Report.

SOURCE: Detroit School District, United States District Court Monitoring Commission, Detroit, Michigan. October 1984. 657p.

DOCUMENT TYPE: Statistical Material; Research Report

ABSTRACT:

The Monitoring Commission was created in 1976 by the U.S. District Court to: (1) audit the efforts of the Detroit, Michigan public school system as it implemented a court-ordered desegregation program, (2) inform the community; and (3) advise the court. This Commission Report on the assessment process and its findings has six major sections as follows: background information, summary of the status of implementation, profiles of individual high schools, minimal assessment criteria and indicators, statistical data, and individual high school scoring matrices. Each school profile includes individual school characteristics, criteria-based assessment indices, and teacher and counselor ratings of the school. The data provided reflects the status of Detroit's high schools in terms of eight program areas affected by the court's orders: bilingual education; counseling and career guidance; in-service training; reading and communication skills; school-community relations; student code of conduct; testing; and vocational education. This longitudinal study gives historical perspective to the progress of Detroit's high schools and illuminates systematic problems in the areas of student attrition and preparation for high school.

D. Inservice Components in Court Orders

ERIC #: ED228738

TITLE: Ways to Improve Schools and Education. Final Interim Report.

AUTHOR: King, A. L.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. November 30, 1982. 142p.

DOCUMENT TYPE: Research Report

ABSTRACT:

Examined here was the inclusion of educational components in court-ordered desegregation plans in the Southwest Educational Development Laboratory (SEDL) region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). These components included inservice education, multicultural education, and eight others. Researchers hypothesized that court-ordered desegregation plans in this region do not specify educational components in sufficient detail for use by desegregating or desegregated schools and districts. Likewise, school district plans do not contain sufficient detail about educational components for courts to decide whether the district is in compliance. Data were collected by examining desegregation court orders and district plans for 15 sites in the SEDL region. Interviews and observations were used at two sites. Comparative and descriptive analysis of the data supported the project hypothesis. Little detail was included in the desegregation plans except for reassignment of pupils and, to a lesser extent, of staff. Researchers concluded that, although it is not to be expected that full-blown inservice or multicultural programs will be embodied in desegregation court orders or district plans, orders and plans should specify that there will be desegregation-specific training and multiethnic programs and indicate general outlines and content of the programs. A companion document provides a brief summary of the study.

ERIC #: ED228739

TITLE: An Examination of Desegregation Court Orders and School District Plans with Regard to Educational Components. Executive Summary of the Final Report. Ways to Improve Schools and Education Project.

AUTHOR: King, A. L.

SOURCE: Southwest Educational Development Laboratory, Austin, Texas. December 1982. 31p.

DOCUMENT TYPE: Research Report

ABSTRACT:

Summarizing a longer companion report, this paper outlines a study concerning educational components in court-ordered desegregation plans in six southwestern states. Twelve components were examined, including inservice education and multicultural education. Data were collected by examining desegregation court orders and district plans for 15 sites. Researchers concluded that court orders or district desegregation plans in this region do not specify educational components in sufficient detail. The author recommended that court orders and district plans should mandate and briefly outline desegregation-specific training and multiethnic programs.

III. THE CLASSROOM VIEW

A. School-College Collaboration

ERIC #: ED157079

TITLE: Project Train: Teacher Corps Cycle X.

SOURCE: Hartford Public Schools, Conneticut; Hartford University, West Hartford, Conneticut. 1976. 9p.

DOCUMENT TYPE: Project Description

ABSTRACT:

Project TRAIN (Training and Reinforcement to Answer Individual Needs) is an inservice training program collaboratively conducted by the University of Hartford and the Hartford Public School System. The project serves a large innercity elementary school populated principally by low income Spanish speaking and black students. The immediate objective of the project is to train/retrain urban teachers, interns, and paraprofessionals to more effectively meet the individual needs of multiethnic pupils and parents of low income families. An important component of the program is parental involvement and adult education courses provided by the participating school and university personnel.

ERIC #: ED137974

TITLE: Title IX: Two Years Later.

AUTHOR: Hayes, Annamarie G.

SOURCE: Paper presented at the Annual Meeting of the National School Boards Association (37th, Houston, Texas, March 26-29, 1977). 22p.

DOCUMENT TYPE: Conference Paper

ABSTRACT:

The Training Institute for Desegregated Education (TIDE), initiated as a response to requests for services from the Detroit public schools, has as its main purpose the reduction and elimination of problems related to discrimination by race and sex and the desegregation of Detroit schools. This purpose is to be accomplished through inservice training for educational personnel in the Detroit schools. The project, described in this speech, is a joint effort of Wayne State University and the Detroit school district. The emphasis is on team efforts to improve the total school program. Evaluation of part of this project indicates that respondents believe group process and community involvement are key elements to building effective teams.

ERIC #: EJ307879

TITLE: The Journey of a Campus Coordinator: Staff Development Intervention Strategies Under Court Order.

AUTHOR: Hamlen, Bard Rogers

SOURCE: Integrated Education, 21 (1-6), 165-172. January - December, 1983.

DOCUMENT TYPE: Journal Article; General Report

ABSTRACT:

Discusses the pairing of Boston public schools with local colleges, collaborations which were court-mandated to facilitate school desegregation. Outlines historical and judicial background and analyzes assumptions about change and reaction within a forced collaborative setting. Offers recommendations to staff development interventionists working within similar settings.

B. Ethnographies

ERIC #: ED195600

TITLE: Multi-Ethnic School Environments; Final Report FY 1978-79. Volume I: Overview and Research Design.

AUTHOR: Beckum, Leonard C., & Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. January 1980. 97p.

DOCUMENT TYPE: Research Report

ABSTRACT:

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report begins with a discussion of critical concerns related to school desegregation. The next section addresses the issues surrounding methodology: the appropriateness of applying educational ethnography to research on desegregation. After noting the problems faced in establishing a site for the research, the next section describes data collection procedures. The final section describes the format, scope, and strategies of data analysis procedures.

ERIC #: ED195601

TITLE: Multi-Ethnic School Environments; Final Report FY 1978-79. Volume II: Classroom Case Studies.

AUTHOR: Beckum, Leonard C., & Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. January 1980. 156p.

DOCUMENT TYPE: Research Report

ABSTRACT:

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying special teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents case studies of the four classrooms which were observed for the project. Each study is introduced by background information on the community, school district, and the desegregation plans. The school and classroom; teachers and students; teachers' beliefs, expectations and instructional practices; and the social order of the classroom are also described.

ERIC #: ED195623

TITLE: Multi-Ethnic School Environments: Final Report FY 1978-79. Volume III: Data Analysts' Reports.

AUTHOR: Beckum, Leonard C., & Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. January 1980. 248p.

DOCUMENT TYPE: Research Report

ABSTRACT:

The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents analyses of data derived from a series of classroom observations. Analysts examined four themes related to schooling in desegregated settings: (1) the socioemotional development of students, (2) teacher decision making in instructional organization, (3) student socialization and preparation for future work roles and, (4) administrative practices and policies that have an impact upon school integration. Each of the four analyses includes a description of the analysis design, discussion of the classroom case study data, comparative conclusions and recommendations or implications.

ERIC #: ED190733

TITLE: Confronting Diversity: A Multidisciplinary Study of Teacher Training Needs in Newly Desegregated Schools.

AUTHOR: Beckum, Leonard C., & Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. May 1980. 40p.

DOCUMENT TYPE: Research Report

ABSTRACT:

This paper examines the findings of the Multi-Ethnic School Environments Project, which examined the special training needs of teachers in newly desegregated classrooms. Ethnographic research investigated how teachers' instructional and management strategies and features of the school context that impact the classroom can promote both learning and social integration. Five hundred hours of classroom observations, interviews, and teachers' daily reports provided the data for a multidisciplinary analysis that considered a broad range of issues, from student-teacher interactions to district policy. The findings identified policy salients for desegregation planning. Recommendations are made for inservice training needs in pluralistic classrooms.

ERIC #: ED206745

TITLE: School Success and Staff Development: The Role of Staff Development in Urban Desegregated Schools.

AUTHOR: Little, Judith Warren

SOURCE: Center for Action Research, Inc., Boulder, Colorado. January 1981. 452p.

DOCUMENT TYPE: Research Report

ABSTRACT:

This report describes a collaborative research effort to examine the nature, role, and impact of staff development in an unspecified desegregated urban school district. The report outlines the study which was conducted as a short term focused ethnography in three elementary and three secondary schools employing both interview and observation as research techniques. Part one provides a description of the studied site and the study's goals. Part two presents an analysis and summary of the findings; data from all six schools are employed to develop arguments about the nature of the work setting as a context for staff development, and about the shape of influential staff development programs. Tentative hypotheses are formulated to reflect the major tenets of these arguments. Appendices contain case study descriptions for the six participating schools, a description of the research methods, and a selective review of literature relevant to the study.

ERIC #: ED210268

TITLE: Accommodating Diversity: An Assessment of Teacher Training Needs in Newly Desegregated Schools. Multi-Ethnic School Environments.

AUTHOR: Beckum, Leonard C., & Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. April 1981. 41p.

DOCUMENT TYPE: Research Report

ABSTRACT:

Classroom practices of selected teachers in two school districts were studied to provide a research base for the development of inservice training in newly desegregated or multiethnic schools. This report discusses the second study, which tested the validity of implications drawn from the first study. Schools in the second study had initiated magnet programs with two formats: an extended learning program for gifted children; and a back to basics program. Seven teachers from two elementary schools participated in the study. Ethnographic observers, film, and self-report by the teachers were used to collect data. Following a description of the characteristics of the teachers and classrooms, observations on findings in six areas are presented: (1) instructional practices; (2) classroom management; (3) encouraging social interaction; (4) inculcation of values; (5) involvement with the community; and (6) followup discussions with the teachers. A comparison of the findings in the two studies showed the low priority of inservice training in school districts, the noninvolvement of the principals, and difficulties faced by teachers in achieving their needs in multicultural education methods. It is concluded that, since the proportion of minority students is increasing, schools must examine the components of successful multiethnic school environments and must address questions that have, in many cases, been avoided.

ERIC #: ED217016

TITLE: Responding to Teachers' Concerns with Qualitative Inquiry.

AUTHOR: Dasho, Stefan J.

SOURCE: Far West Laboratory for Educational Research and Development, San Francisco, California. 25p. Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, March 19-23, 1982).

DOCUMENT TYPE: Conference Paper; Research Report

ABSTRACT:

Five ethnographic researchers worked with five elementary school teachers to develop individualized research topics related to teaching in multiethnic classrooms. The teachers were familiar with the ethnographers, having participated in previous naturalistic studies in their newly desegregated schools. Subjects included two teachers from a predominantly white "back to basics" magnet school and three teachers in an extended learning program for gifted students at a school with 80 percent minority students. Ethnographers and teachers used research results obtained from previous studies to choose useful research topics: (1) differences in student responses to teacher's praise and reward behaviors according to ethnic identity; (2) underlying social and ethnic issues based on students' ethnic self-identification, self-expressed play choices, and bilingualism; (3) behavioral problems of three disruptive students; (4) student attitudes toward cooperative learning, peer relations, play choices, and perceived leaders; (5) improvement of class management through new disciplinary procedures. The students' ethnic backgrounds were white, Hispanic, black, and Vietnamese. No attempt was made to generalize findings from one classroom to another, since the purpose of the study was to create an individualized partnership, between the observer and the observed, that can provide useful inservice training and evaluation.

C. Instructional Models

ERIC #: ED152869

TITLE: Community Crisis Intervention and the Boston School Desegregation Effort: Case Study of a Training Program.

AUTHOR: Ratson, Ruth M., & Peters, Lyda S.

SOURCE: Boston University, Massachusetts School of Medicine. 1976. 109p.

DOCUMENT TYPE: Classroom Material

ABSTRACT:

Court ordered desegregation in Boston resulted in racial conflict. In response to the psychological problems generated by this conflict, psychiatrists from Boston University Medical School developed a crisis intervention program designed to provide needed support for children, parents, and school staff. The program's design was based on: (1) a sensitivity to and awareness of the needs and social characteristics of the citizens; (2) a recognition that an effective preventative program would require training in community mental health and crisis intervention principles; (3) a broad understanding of the causes of aggression, violence and prejudice; and (4) a knowledge of the techniques for managing group, interpersonal and individual interactions. This manual is directed toward training mental health workers to deal with the types of social and psychological crises which can develop in academic institutions. Methods involved in establishing a training program are outlined. Suggestions for recruitment of trainees are offered. A number of themes related to school desegregation are presented as they were covered in a series of lectures. Other areas addressed include the work study phase of the program, in-class discussions, legal rights and responsibilities of mental health workers, and the roles of outside institutions. Suggestions for dealing with crises are printed in both Spanish and English.

FRIC #: ED129956

TITLE: Conflict Management. Human Relations Training Guide.

AUTHOR: Avers, George E., & Bronaugh, Juanita

SOURCE: Racine Unified School District 1, Wisconsin. July 1976. 75p.

DOCUMENT TYPE: Classroom Material

ABSTRACT:

This guide for teaching school staff about conflict management is a series of unit modules or minicourses which can be combined to form a program of instruction. This is said to allow the training program to provide remedial or advanced materials for those staff members who need or desire them. Each unit includes a content area, objectives, and related competencies, training activities, training resources, and evaluation. The first two units, on understanding conflict, define conflict and focus on conflict in desegregated school settings. The remaining six units, on managing conflict in desegregated school settings, deal with such topics as recognizing ethnic and cultural differences, understanding academic achievement among ethnic minority and culturally different students, understanding linguistic differences, preparing schools for desegregation, and developing a pluralistic academic curriculum. Materials appended include an outline of an instructional program on conflict management, a guide to problem solving in a desegregated school setting, an example of a role playing simulation on the dynamics of school conflict, and a list of goals for human understanding in conflict situations.

ERIC #: ED169012

TITLE: Solving Multi-Ethnic Problems (Valleybrook School: A Simulation Game for Elementary Teachers). Description of Teacher Inservice Education Materials. Summary Information.

SOURCE: National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes. October 1977. 8p.

DOCUMENT TYPE: Project Description

ABSTRACT:

The inservice program and materials described here are intended to increase understanding and, when necessary, to encourage a change in attitude on the part of teachers dealing with problems considered typical in desegregated and integrated schools. Realistic situations designed to give participants the opportunity to encounter and deal with lifelike problem-solving experiences are set forth in the materials. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included.

ERIC #: ED169011

TITLE: Solving Multi-Ethnic Problems (Lakemont High School: A Simulation Game for High School Teachers). Description of Teacher Inservice Education Materials. Summary Information.

SOURCE: National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes. October 1977. 8p.

DOCUMENT TYPE: Project Description

ABSTRACT:

The learning module described is designed for the use of school personnel who deal with problems considered typical in desegregated and integrated secondary schools. The scope of the material is presented through a modified table of contents from the program director's manual. Activities and resources involved in use of the module are described. Also included are ordering information and a critique of the module.

ERIC #: ED159406

TITLE: The Challenge of Preparing an Urban Population for Full Employment. 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities. Leadership Training Series No. 56.

AUTHOR: Koble, Daniel E., Jr., Comp., & Shylo, Bruce J., Comp.

SOURCE: Ohio State University, Columbus. National Center for Research in Vocational Education. May 1978. 148p.

DOCUMENT TYPE: Conference Proceedings

ABSTRACT:

Twenty-one conference presentations are included in this report of a national conference for large city vocational education administrators. Section 1 includes one presentation entitled "The Challenge of Youth Unemployment in Urban Areas" and three on "Changing Vocational Education to Impact on Youth Unemployment in Urban Areas." Each of the three papers in section 2 is entitled "Coordinating Vocational and Manpower Training Activities in a Large Urban Area." Section 3 contains two presentations on "Practices to Assure Sexual Equality in Vocational-Technical Programs," three on "Practices to Assure Racial Equality in Employment of Graduates of Vocational Education," and two on "Techniques for Orienting Vocational Education Personnel to the Needs of Minority and Female Clients." In section 4 two papers deal with "Strategies for Coordinating Secondary and Post-Secondary Vocational-Technical Education in Urban Areas," two with "The Future of Part-Time Adult Vocational Education in Urban Areas," and one with "Changes Needed in Vocational-Technical Education to Better Serve the Needs of Post-Secondary and Part Time Adult Clients in Urban Areas." "The Role of Career Education in Desegregating Schools in Large Cities" is contained in section 5 and "Providing Inservice Education to Meet the Training Needs of Building Level Vocational Administrators in Urban Areas" makes up section 6. Appended are simulation exercises used at the conferences, the conference program, and the names and addresses of program participants, presenters, and presiders.

ERIC #: ED167921

TITLE: Verbal Behavior Patterns of Teachers in Integrated Classrooms.

AUTHOR: Hillman, Stephen B., & Elliot, Brownlee

SOURCE: Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August 1978). 28p.

DOCUMENT TYPE: Conference Paper; Research Report

ABSTRACT:

As part of the desegregation plan in the City of Detroit, teachers in recently desegregated schools participated in an inservice program to provide for equal instructional opportunity in the involved classrooms. Teacher-student interaction data were collected in each teacher's classroom using the Brophy-Good System. These data were transformed to produce a rate of interaction per 10 minutes per 25 students. The results of this study indicated that: (1) Black students and males received a greater rate of the classroom interactions than did white students or females; (2) white teachers had a higher rate of interaction Black teachers; (3) female teachers had a higher rate of instructional activity than male teachers; (4) both male and female teachers acted in very similar ways with male and female students; and (5) there exists the possibility of a "cross race" effect such that Black students of white teachers and white teachers of Black teachers receive more of the classroom interactions.

ERIC #: EJ192947

TITLE: Integration in the Omaha Public Schools.

AUTHOR: Haunton, C. J.

SOURCE: Education, 99 (1), 23-24. Fall 1978.

DOCUMENT TYPE: Journal Article

ABSTRACT:

Describing an inservice program designed to familiarize White teachers with Black student dialect, this article presents an inservice outline that includes the following: program purpose; objectives; program sequence (information phase, fact finding phase, data correlation and recording phase, and evaluation phase).

ERIC #: ED174723

TITLE: The Prevention of Resegregation: Strategies for Teachers.

SOURCE: Institute for Teacher Leadership, Fullerton, California. 1979. 30p.

DOCUMENT TYPE: Research Report; Non-Classroom Material

ABSTRACT:

The prevention of resegregation should be planned during the implementation of desegregation so that integration can be fully achieved. Although white flight and housing patterns influence resegregation in schools, it may also be linked to suspensions and expulsions, tracking, and testing and classification procedures. In order to prevent resegregation, teachers need to undergo extensive staff development about minority student characteristics; undergo training on teaching techniques that match the learning styles of minority students; and utilize community resources. In addition, new curriculum guides must be developed and more minority personnel hired. The New Brunswick Education Association has attempted such a teacher training program under its Community Action Regarding Education (CARE) Project. The Denver Public Schools also focused on the retraining of teachers. In the Denver plan it was recognized that staff integration and the prevention of staff resegregation are as important as student integration. Other important recommendations for promoting quality integration and preventing resegregation have been made by Dr. Boyd Bosma of the National Education Association's Teacher Rights Division. The Institute for Teacher Leadership (ITL) has developed a model training program based on the development of a group of 50 teacher leaders and 50 community and student spokespersons.

ERIC #: ED186951

TITLE: Organizing and Implementing a Conflict Resolution Workshop for K-12 Teachers.

AUTHOR: Myers, Virginia

SOURCE: Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, Texas, November 10-13, 1979). 12p.

DOCUMENT TYPE: Conference Paper; Project Description

ABSTRACT:

An approach to organizing and implementing a conflict resolution workshop for elementary and secondary teachers, developed for use in the Lubbock, Texas public schools, is presented in this paper. Before describing the approach, the paper cites the need for training teachers in human relations and conflict resolution, outlines a step-by-step process for the speech communication teacher to use when functioning as an inservice consultant, and suggests guidelines for conflict resolution. It then tells how a court integration order generated concerns about possible conflicts in newly integrated classrooms in Lubbock, describes procedures followed by a staff development committee in determining needs and exploring staff development approaches to facilitate implementation of the integration order, and reports the committee's recommendation that a human relations or conflict resolution training program be provided for teachers. Finally, the paper describes the two and one-half day workshop that was developed, noting that its objectives were to train building teams in basic communication, conflict resolution, and problem solving. It discusses the workshop planning process, describes the activites held during the workshop, and notes the successful outcome. Evaluation questions distributed to participants are included

ERIC #: ED212745

TITLE: Emergency School Aid Act, 1980-81 Evaluation Report.

AUTHOR: Stubbs, Judith E.

SOURCE: Nashville - Davidson County Metropolitan Public Schools, Tennessee. August 1981. 70p.

DOCUMENT TYPE: Evaluative Report; Project Description

ABSTRACT:

This is a report on the Postive Human Interaction Project (PHI) implemented under the Emergency School Aid Act in the Metropolitan Nashville (Tennessee) school system during 1980-81. The report describes the PHI centerse set up in thirteen project schools to prevent resegregation in desegregated schools by encouraging interaction activities among children of different racial and socioeconomic backgrounds, improving student behavior, and enhancing student, faculty, parent, and community involvment in the program. Included in the report are statements of program objectives; descriptions of activities designed to accomplish objectives; and evaluation of the extent to which objectives were met in terms of teacher assessments and observations, parents' comments, and ratings of target students' progress on individual goals. Also described are the functions and roles of PHI resource specialists, community teachers, and staff teachers.

ERIC #: ED250326

TITLE: Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.

AUTHOR: Tomblin, Elizabeth, A., & Others

SOURCE: San Diego City Schools, California. Evaluation Services Department. July 26, 1983. 502p.

DOCUMENT TYPE: Evaluative Report

ABSTRACT:

In response to a 1982 Superior Court order, a centrally developed, sequential program for improving race/human relations in the San Diego City Schools was developed and field tested or implemented during the 1982-83 school year. This systematic evaluation reports on the student progam, "Conflict"; the staff program; and baseline data for program goals. Twenty-four selected schools formed a stratified random sample. Twelve treatment group schools taught conflict materials, and 12 comparison group schools taught identity materials or developed their own program. As multiple evaluation methods were used, each report section describes the design, findings, conclusions, and recommendations. Part I, the short-range goals, describes the evaluations of the student program, "Conflict," and the staff developmental program. Part II, the long-range goals (baseline year), reports on racial mixing and quality of interactions through school observations, student participation in school activities and leadership positions, interviews with administrators about institutional procedures, student suspensions, student and staff perception of justice and fairness at the school, and student career goals. Part III discusses findings, conclusions, and recommendations for both the race/human relations program and the evaluative procedures. Fifteen appendices contain the student and staff surveys, the racial relations assessment form, career planning inventories, interview questions, and data on suspensions.

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